IRVINE VALLEY
C O L L E G E

2021 MIDTERM
REPORT

Irvine Valley College

2021 Midterm Report

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Submitted by

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92618
South Orange County Community College District

Submitted to

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
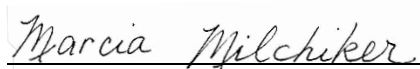
Date Submitted:
[February 23, 2021]

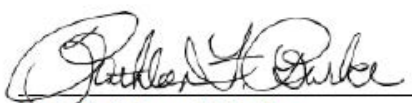# SECTION 2: Certification of 2021 Midterm Report

To: Accrediting Commission for Community and Junior Colleges,
         Western Association of Schools and Colleges
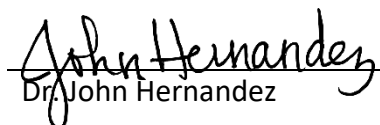
From: Dr. John Hernandez
         Irvine Valley College
         5500 Irvine Center Drive
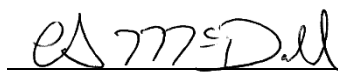   Irvine, CA 92618

I certify there was broad participation/review by the campus community, and I believe this report accurately reflects the nature and substance of this institution.
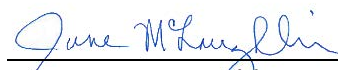
Signatures:

Marcia Milchiker		2/22/2021
Marcia Milchiker	President, SOCCCD Board of Trustees	Date
Dr. Kathleen F. Burke		2/22/2021
Dr. Kathleen F. Burke	Chancellor, SOCCCD	Date
John Hernandez		12/17/2020
Dr. John Hernandez	President, Irvine Valley College	Date
Christopher McDonald		12/15/2020
Dr. Christopher McDonald	Vice President for Instruction Accreditation Liaison Officer	Date
June McLaughlin		12/15/2020
Dr. June McLaughlin	President, IVC Academic Senate	Date

SECTION 3: Table of Contents

SECTION 4: Report Preparation

Irvine Valley College (IVC) is committed to inclusive participatory governance processes and procedures. The preparation of the 2021 Midterm Report is indicative of the collaboration between the students, faculty, staff, and administrators. The midterm report outlines the progress made since the 2018 Follow-up Report, but the preparation began in 2017 in response to plans arising from the 2017 Institutional Self Evaluation Report.

The Accreditation Oversight Workgroup (AOWG) took the lead in collecting information and evidence from each participatory governance group and coordinating efforts to write the midterm report. The workgroup consisted of representatives from the Associated Students, the Academic Senate, the Classified Senate, the Vice President (VP) of Instruction (ALO), the VP of Student Services, and the Director of Research, Planning and Accreditation.

A draft of the report was circulated through the following strategic planning and governance committees for review and feedback during the Fall 2020 semester:

Academic Planning and Technology Committee (APTC)	10/6/20
Academic Senate	9/17/20
Associated Students of IVC (ASIVC)	11/18/20
Budget Development and Resource Planning Committee (BDRPC)	10/7/20
Classified Senate	9/22/20 10/27/20
Institutional Effectiveness Committee (IEC)	10/6/20 10/20/20
Instructional Council	10/5/20
Online Education Task Force (OETF)	9/28/20
Strategic Planning and Accreditation Council (SPAC)	10/14/20 10/28/20 12/9/20
Student Learning Outcomes Taskforce (SLOTF)	9/25/20
Student Services Council	9/22/20 9/28/20 10/6/20
Student Success, Access, Matriculation, Marketing and Outreach Committee (SSAMMO)	10/13/20

The college discussed the final report at the October and December SPAC meetings and submitted the report to the South Orange County Community College District (SOCCCD) Board of Trustees for review and study on January 19, 2021, and for approval on February 22, 2021. Irvine Valley College submitted the final report to the Accrediting Commission for Community and Junior College (ACCJC) on February 23, 2021.

SECTION 5: Plans Arising Out of the Self Evaluation Process

During the preparation of the 2017 Institution Self Evaluation Report, Irvine Valley College and Saddleback College, in coordination with the District, identified the need to increase constituent and governance group engagement and participation in the development of strategic plans and the planning process in general. Consequently, in 2018 the District initiated a two-year collaborative process to develop a set of new master plans consisting of the Facilities Master Plan (FMP), the Educational Master Plan (EMP), the Technology Master Plan (TMP), and the Strategic Plan.
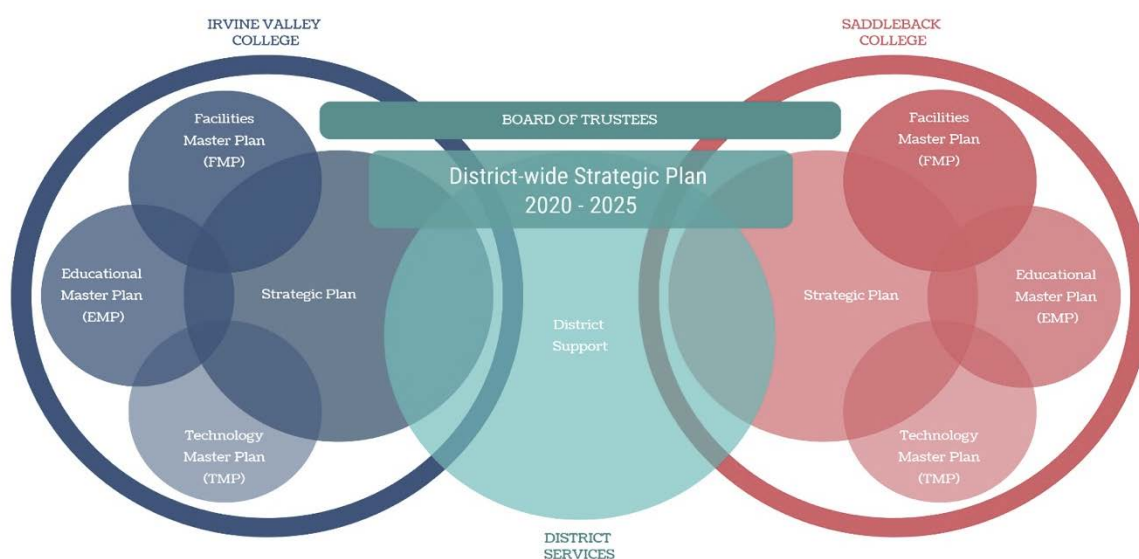
The district-wide Strategic Plan, EMP, and FMP (5.0.1, 5.0.2, 5.0.3) were approved by the Board of Trustees and served as the foundation for Irvine Valley College's plans. More detailed explanations about the individual plans and the participatory governance process can be found in the following tables.

5.1 Strategic Plan

Improvement Area	Engagement in the assessment, evaluation, and long-term planning needs of the institution. Assessing the alignment of programs and services with the mission. Collaboration across the college to engage stakeholders at all levels of the organization and communicate the rationale for priorities.
Related Accreditation Standards	I.A.3, I.B.8

Progress	In Progress: The process of gathering information and soliciting college-wide input related to objectives and action steps began in Fall 2019 with the first comprehensive review completed at the June 2020 SPAC Retreat (5.1.1).
Outcomes	• Updated mission statement that makes equity and inclusion more prominent (5.1.2) • IVC goals and objectives approved by SPAC in June 2020 (5.1.3, 5.1.4) • Identification of associated action steps (5.1.5)
Timeline Completion Status	Anticipated completion: Spring 2021
Responsible Parties	All constituency groups and strategic planning committees

Approved district-wide and IVC Strategic Plan Goals for 2020-2025:

*Ensure Student **Equity** in Access and Achievement*

1 All students have been provided equal access to a quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

*Transform Lives Through **Learning** and Achievements*

2 The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

*Engage with the **Community** through athletic and cultural events, enrichment programs, and in creating economic prosperity for all.*

3 Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

*Optimize Our Institutional Design and Structure with a **Student-Centered** Focus*

4 Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.

5.2 Education Master Plan

Improvement Area	Evaluation of policies and practices across all areas of the institution, including instructional programs, student and learning support services, and resource management. Consideration of competing resources related to human, physical, technological, and financial resources through strategic planning. Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning.
Related Accreditation Standards	I.B.7, I.B.9
Progress	EMP completed Summer 2020
Outcomes	Approved IVC Education Master Plan (5.2.1, 5.2.2)

5.3 Facilities Master Plan

Improvement Area	Development of long-range Facilities Master Plan to support institutional goals for physical resources, such as facilities and equipment, by assessing and evaluating current and future needs. Enhance support for institutional programs and services.
Related Accreditation Standards	III.B.3, III.B.4
Progress	FMP completed Summer 2020
Outcomes	Approved IVC Facilities Master Plan (5.3.1, 5.3.2)

Facilities Master Plan word cloud of most common words associated with the IVC campus:

homey peaceful
good chill
open friendly
helpful
welcoming
fun beautiful clean
exceptional
enriched

5.4 Technology Master Plan

Improvement Area	Development of Technology Master Plan to continuously update and replace technology in support of the mission, operations, programs, and services of the college. Systematic evaluation and assessment of the college's technology infrastructure and resources to ensure optimal academic programming, teaching, and learning support services.
Related Accreditation Standards	III.C.1, III.C.2
Progress	In Progress: The district engaged in a request for proposal process to launch a comprehensive Technology Master Planning process that would include both district-wide and college-specific plans, with vendor selection in October 2020. (5.4.1, 5.4.2)
Outcomes	Pending
Timeline **Completion Status**	Anticipated completion date of a draft for review and input by constituent departments: Fall 2021.
Responsible Parties	Vice President for College Administrative Services, Director of Technology Services, District Vice Chancellor of Technology and Learning Services, and all college strategic planning committees.

5.5 Program Review

Improvement Area	Ensuring continuous and systematic evaluation through a comprehensive program review process to accomplish the college's mission and to improve institutional effectiveness and academic quality of programs.
Related Accreditation Standards	I.B.9, II.A.2
Progress	In Progress: The Institutional Effectiveness Committee began working on improvements to the program review process in 2017.
Outcomes	• Program Review coordinator position created in 2018 • New template for academic programs reviews completed in 2018 (5.5.1, 5.5.2) • Pilot process for reviewing program reviews instituted in 2018 (5.5.3) • Small pilot with five academic programs to test newly revised academic program review process completed in 2018-2019 (5.5.4) • Full pilot with all 17 academic programs partially completed in 2019-2020. Due to the COVID-19 pandemic, program review deadlines have been extended for several programs.
Timeline Completion Status	All programs will utilize the new program review process by 2024-2025.
Responsible Parties	Program Review Coordinator, Institutional Effectiveness Committee, Deans, and Academic Chairs.

5.6 Planning and Decision-Making Manual (PDMM)

Improvement Area	Alignment of documented decision-making processes with the mission and the inclusion of individuals with relevant perspectives, areas of expertise, and responsibilities in the planning process. Regular evaluation of governance and decision-making policies, procedures, and processes to ensure their integrity and effectiveness.
Related Accreditation Standards	I.A.3, IV.A.5, IV.A.6
Progress	In Progress
Outcomes	• Discussions occurred at IEC regarding the scope of the upcoming revisions to the PDMM (5.6.1)

	• A new comprehensive and detailed end-of-year survey was implemented in Summer 2020 to review all strategic committees and taskforces (5.6.2)
Timeline **Completion Status**	Summer 2021: Interim Update Summer 2022: Comprehensive Update
Responsible Parties	All constituency groups and strategic planning committees.

5.7 Institutional Effectiveness

Improvement Area	Evaluation of institutional policies and practices across all areas of the institution to support the continuous improvement of student learning, student achievement, and institutional effectiveness.
Related Accreditation Standards	I.B.1, I.B.7, I.B.9

Reason for Improvement	Improve the college's commitment to equity and access, and enhance student experiences and outcomes. Dialogue, evaluation, and improvement efforts have occurred in areas including:

Reason for Improvement and Progress Responsible Parties	Outcomes
Streamlined the electronic process for students to complete their financial aid application. *Responsible*: Financial Aid *Completed*: Spring 2020	Increased the number of eligible Pell Grant (and State Cal Grant) recipients. (5.7.1)
Reduced admission barriers and onboarding process for students eligible for special programs. *Responsible*: Outreach, Promise coordinators *Completed:* Spring 2019	Increased the number of students receiving AB19 (Promise) funds from 117 in Spring 2018 to 599 in Spring 2020. (5.7.2)

Reason for Improvement and Progress Responsible Parties	Outcomes
Updated and expanded the My Academic Plan (MAP) system to improve student interface for academic planning. *Responsible*: District IT, School of Guidance and Counseling *Completed*: Spring 2019	Updated programming, features, and aesthetics of the academic planning portal (5.7.3)
Transitioned to opt-out model for degree and certificate conferral to close equity gaps for students who do not receive award despite meeting all award requirements. *Responsible*: Auto-Award Work Group *Completed*: Spring 2020	Internal research study identified a 40% leakage of awards (students meeting all award requirements but not receiving award). (5.7.4) Opt-out model implementation supports equity and student success and increased award conferral by 1,184 awards in one year. (5.7.5)
Automated high school transcript intake procedure to improve placement of students into math and English/ESL courses. *Responsible*: Matriculation, Counseling, Research, Admissions and Records, and SSSP Task Force *Completed:* Summer 2020	Automated and rebranded aspects of the matriculation process to address short- and long-range technological needs. (5.7.6, 5.7.7)
Modified funding process of career education categorical funds to improve resource allocation and focus on college priorities. *Responsible*: Career Technical Education Taskforce *Completed*: Fall 2019	Developed a standardized Strong Workforce Program budget allocation process. (5.7.8, 5.7.9, 5.7.10)
Enhanced student outcomes by creating a general education pattern aligned with state laws and transfer requirements. *Responsible*: Curriculum Chair, Articulation Officer *Completed:* Spring 2019	Approved new general education pattern to support continuous improvement of student learning and achievement. (5.7.11, 5.7.12, 5.7.13, 5.7.14)
Modified curriculum process to improve approval times. *Responsible*: Curriculum Chair, Curriculum Specialist *Completed*: Spring 2019	Improved dialogue and curriculum review process and increased process workflow transparency. (5.7.15, 5.7.16)

SECTION 6: Institutional Reporting on Quality Improvements

6A/B.1: Response to Team Recommendations for Improvement and Reflection on Improving Institutional Performance: Student Learning Outcomes

Section 6A (Response to Team Recommendations for Improvement) and Section 6B.1 (Reflection on Improving Institutional Performance) both focus on documenting, monitoring, and assessing student learning outcomes. This section will highlight the progress Irvine Valley College has made since receiving the recommendation for improvement. Section 6.C.1 will also focus on one aspect of the SLO process as part of the 2017 Quality Focus Essay (QFE). That section specifically focuses on the progress to disaggregate SLOs at the student level. The current Section 6A/B highlights overall progress on the documentation and monitoring of outcomes.

College Recommendation 1 (for Improvement) – In order to improve effectiveness, the Evaluation Team recommends Irvine Valley College refine its College-wide process to ensure consistent documenting and monitoring of the assessment of student learning outcomes, the results of those assessments, and the strategies designed to improve the quality of its programs and services. (II.A.3, II.A.16, II.C.2)

After receiving the recommendation for improvement, IVC focused on systematic development, assessment, and use of results of student services outcomes (SSOs) and student learning outcomes (SLOs) to improve and enhance student services and instructional programs. Major improvements include:

- The development of new SLO assessment guidelines and a training program in Canvas (6A.1.1)
- The development of a Tableau dashboard for SLO data analysis (6A.1.2)
- The development of a new SLO assessment reporting e-form (6A.1.3)
- The refinement of SSO data collection guidelines (6A.1.4) and timelines (6A.1.5)

Beginning in 2017, in-depth discussions among student services units identified the need to revisit and update the stated learning outcomes, assessment protocols, and data review process for each student services department to improve consistency. The prior process was not standardized, which limited the ability to make comparisons across student services units to determine which areas were in greater need of attention. In Spring 2018, the SSO coordinator convened an all-day retreat to facilitate discussions and design of new SSOs and the implementation of action plans. During that retreat, many departments modified their

SSOs and created a plan for continuous monitoring, collection, and discussion of SSOs (6A.1.6, 6A.1.7). Student services units then implemented action plans based on the results and analysis of SSOs (6A.1.8, 6A.1.9).

For classroom learning outcomes, the SLO taskforce (SLOTF) reviewed the SLO process in Fall 2017 and identified barriers to meaningful participation in SLO analysis and use of that analysis to improve courses and programs. Among the issues identified were the inconsistent use of the central repository to document the SLO assessment process, the lack of consistent methods of data collection for the SLO process, and technological difficulty in reporting SLO data and the use of results for program improvement. After reviewing and discussing these barriers, it was determined that a redesign of the SLO assessment process at IVC was necessary.

When interviewing faculty about the SLO process, the lack of a central repository to obtain information about the fundamentals of SLO assessment became apparent. When new faculty were brought into the process, many had unanswered questions about the college's SLO assessment process. In order to address this issue, the SLOTF created an SLO Canvas resource page in Spring 2019 to act as a resource and training location for SLO information (6B.1.1). The course was enhanced during the Fall 2019 and Spring 2020 semesters (6B.1.2). Faculty received notification of the availability of the course through email in Spring 2020 (6B.1.3).

An additional issue identified during faculty interviews was the lack of a consistent method for collecting SLO assessment data. To address this issue, the SLOTF worked in conjunction with the IVC IT department to migrate SLO assessment data collection to Canvas, the college's learning management system (6B.1.4). Given that all courses taught at IVC have Canvas shells, moving the majority of SLO assessment data collection into Canvas (a system familiar to most) proved a reasonable solution to reduce costs and minimize the SLO data entry learning curve for faculty.

The new SLO data collection process starts with department chairs and faculty incorporating an assessment module in their Canvas shells. The IT department and the SLOTF created useful resources and templates to facilitate the ease of implementation. The next step includes student-level SLO data entry in Canvas, which can also be completely automated for courses embedded with the Outcomes assessment in quizzes or tests to measure SLO mastery. The data is then aggregated and visualized in a Tableau dashboard developed by the Research and IT departments and the SLOTF (6B.1.5). The collection of data through Canvas and integration into Tableau allows for disaggregation of student-level data along all equity groups identified in the college Student Equity Plan, including ethnicity, gender, DSPS registration, military status, and foster youth status. This dashboard allows for thorough analysis of SLO data to better inform curriculum and classroom teaching.

The final step of the SLO process was simplifying the reporting structure for faculty to allow them to spend less time *reporting* SLO results and more time *acting* on SLO results. To do this, the SLOTF developed a reporting form (6B.1.6) that moves SLO reporting into an online format. The results are transmitted into a Tableau dashboard that allows for viewing the results. Due to result input being treated as a data field, the data from the SLO report form can be used combined with SLO mapping already defined to help calculate program level outcome results.

6B.2 Institution-Set Standards (Standard I.B.3)

The following tables are taken from IVC's 2020 ACCJC Annual Report (6B.2.1) and describe the institution-set standards related to course completion, certificates and degrees awarded, and the number of students who transferred to a four-year institution. Each section also describes whether the goals have been met and which actions the college is taking or has taken to achieve the goals.

Course Completion Rates

	2016-17	2017-18	2018-19
ISS Floor	70%	70%	70%
ISS Aspirational	75%	75%	75%
Actual	72.8%	73.5%	76.1%

Course completion rates have steadily increased over the observed three years. In fact, for 2018-19, the actual course success rate of 76.1% has exceeded the aspirational target of 75%. One small, but not insignificant, reason for the increase is the introduction of new course grades of EW (excused withdrawal), FW (instructor withdrawal), and MW (excused military withdrawal). Excluding students with an EW grade in the success rate calculation (both numerator and denominator) could lead to a higher success rate since they would have been treated as a non-success (F or W grade) prior to the implementation of the EW grade. In addition, there was a small increase in the proportion of A's given in credit courses. We will continue to monitor the success rates in the coming years and evaluate the effects of the new course grades.

Certificates

	2016-17	2017-18	2018-19
ISS Floor	1,000	1,000	1,000
ISS Aspirational	2,092	2,092	2,092
Actual	1,743	1,831	2,015

The number of certificates has steadily increased over the observed three-year period. In 2018-19, the awarded certificates came close to meeting the aspirational goal of a 20% increase compared to the 2016-17 baseline in accordance with the California Community Colleges' Vision for Success. This growth is due in part to an increased focus on counseling using software tools such as My Academic Plan and Smart Schedule that help students complete their goals, in addition to targeted outreach to students who completed certificate and degree requirements. The college expects this number to continue to increase with a move to auto-awarding certificates and degrees starting in Spring 2020 (see Section 5.7 for more details).

Associate Degree (AA/AS)

	2016-17	2017-18	2018-19
ISS Floor	1,000	1,000	1,000
ISS Aspirational	1,797	1,797	1,797
Actual	1,497	1,587	1,804

Like certificates, degrees have increased over the three-year period, and in 2018-19 they exceeded the 20% aspirational goal. The reasons for this increase are described above and we expect this growth to continue. The college will set new aspirational goals for 2021 that account for the auto-awards and change in practice (see Section 5.7 for more details).

Transfers

	2016-17	2017-18	2018-19
ISS Floor	2,000	2,000	2,000
ISS Aspirational	3,492	3,492	3,492
Actual	2,666	2,683	2,774

The number of transfers also has risen over the three-year period, with about 100 more students transferring in 2018-19 compared to 2016-17. The aspirational goal of an increase of 35% in transfers was not met. IVC will monitor the data in the coming years to see how changes in the economy, enrollment patterns in California community colleges, and admissions policies at four-year universities will impact transfer numbers.

Summary:

IVC saw large growth in the awarding of certificates and degrees due to several efforts to help students achieve their educational goals. Increased support, targeted outreach, software solutions, and a move to auto-awarding degrees and certificates have led to positive effects. The number of transfers has also increased but we have not yet achieved the aspirational goals in that category. The annual report numbers are shared in campus-wide committees such as the Institutional Effectiveness Committee (6B.2.2). A district-wide dashboard (e.g. 6B.2.3) is also available to all constituents. It visualizes the progress towards Vision for Success Goals.

6C: Report on the Outcomes of the Quality Focus Projects

6C.1 Student Learning Outcomes Disaggregation Updates

In the 2017 Institutional Self Evaluation Report, IVC recognized the need to disaggregate student-level SLO results to better inform college-wide planning and decision making. Specifically, disaggregated data can identify disproportionately impacted student groups and serve as a catalyst for discussions about how to close equity gaps in outcomes. This focus on closing equity gaps aligns with IVC's mission and strategic goals. For that reason, the first Quality Focus Essay (QFE) action project stated that IVC would expand on a data collection method implemented by the English department. This method allowed for disaggregated student data and the QFE planned to expand that approach campus-wide. The goal was to yield more meaningful outcomes assessment results that will inform programmatic changes to ultimately increase student success outcomes and close equity gaps. Upon further review, however, the methodology used for disaggregation proved too difficult to scale. As a result, a new process was developed to leverage already-existing systems to achieve the desired student-level disaggregation.

The main problem identified with the previous method for disaggregation came with the difficulty of linking our SLO storage and tracking system (TracDat/Improve) with IVC's home-built student information system (MySite). As a result, the manual process of uploading student rosters into TracDat was arduous and difficult to scale. However, student rosters are integrated into IVC's learning management system (Canvas), which allowed faculty to link assessment results from student assignments to SLOs using Canvas's Outcomes feature. Once assessment data is linked to Outcomes in Canvas, the data from Canvas can be imported into a custom-built Tableau page (6C.1.1) that allows for data visualization and disaggregation.

The table below shows the detailed progress by which Irvine Valley College implemented a system and process to collect student-level data and offer disaggregated SLO capabilities. The table also includes next steps to improve implementation and move towards institutionalizing SLO disaggregation.

SLO Disaggregation Timeline and Progress

Aug 2017	Met with eLumen about the possibility of adopting their technology for disaggregation of SLO data
Nov 2017	Follow-up meeting with eLumen on using their platform held
Nov 2017	E-mails sent out to chairs of all schools who taught classes with both online and in-person section requesting SLO data be disaggregated by teaching modality (online vs. in person vs. hybrid)
Dec 2017 – Feb 2018	Data collected from programs in various forms
Feb 2018 – Apr 2018	Data analyzed
Feb 2018	IT began work to see if Canvas outcomes can be used for disaggregation at the student level
Apr 2018	Some foreign language courses agreed to test Canvas outcomes for SLO disaggregation
May 2018	Research Office created test dashboard for SLO disaggregation on the student level from Canvas outcome data
May 2018	Disaggregation based on teaching modality data presented to the SLO Task Force
Aug 2018	SLO Dashboard presented to SLO Task Force
Aug 2018 – Nov 2018	Programs signed up for use of Canvas outcomes as method for SLO disaggregation
Sep 2018	Reached out to 16 other CCs to get opinions on eLumen for SLO disaggregation
Sep 2018	Began meeting with CurrIQunet on possible use of their platform for SLO disaggregation
Nov 2018	E-mails sent out to chairs of all schools who taught classes with both online and in person section requesting SLO data be disaggregated by teaching modality (online vs. in person vs. hybrid)
Dec 2018	Collected SLO data from programs that agreed to use Canvas outcomes for SLO assessment collected
Dec 2018 - Present	SLO data based on teaching modality from programs who were collected
Next Steps	- Automating Canvas SLO data export to Tableau Dashboard - Creating standard report with predefined disaggregation categories - Developing SLO handbook that includes information and instructions of disaggregation - Integrating SLO disaggregation in standard reports such as program reviews - Incorporating disaggregated SLO data into SLO reporting tool

As can be seen in the table below, progress was made in collecting disaggregated SLO data over the three years since the QFE. Prior to the QFE, only one department systematically disaggregated student-level SLO data. Since the move to utilizing Canvas to collect student-level learning outcomes, four departments across three schools collect and utilize disaggregated SLOs regularly. Due to COVID-19, Spring 2020 was primarily spent migrating all courses into Canvas with a reduction of priority on collecting disaggregated SLOs, while ensuring SLO assessment via the traditional non-disaggregated methods. Because of increased faculty familiarity with Canvas and the availability of all courses now having a Canvas shell, the collection of disaggregated data SLOs should be made much easier in the 2020-2021 school year.

Number of courses, departments, and schools collecting disaggregated student-level SLOs

Academic Year	Sections	Courses	Schools	Departments	Programs
2014-2015	118	6	1	1	1
2015-2016	155	8	1	1	2
2016-2017	199	15	1	1	3
2017-2018	114	17	2	3	4
2018-2019	141	19	4	5	6
2019-2020	201	40	5	8	12

6C.2 Online Education

The second action project identified in the QFE relates to online education. The focus on online education stemmed from data that suggested a considerable success gap existed between sections taught using the distance education modality compared to sections taught face-to-face (see below). To close that gap and to ensure regular and substantive contact in online sections, four areas were identified in the QFE that focused on 1) faculty professional development, 2) improving the online education course review process, 3) review of the learning management system, and 4) updating the distance education curriculum process. These four areas and their relationship to online education are discussed in more detail below.

Action Plan 1: Faculty Professional Development

The number of professional development opportunities for faculty to both improve their knowledge of the technical aspects of teaching online as well as the pedagogy for teaching online has increased tremendously over the past four years. Hiring a full-time instructional technologist in Spring 2018 allowed for Technology Services and the Online Education Taskforce (OETF) to offer faculty a variety of professional development opportunities in different modalities, including weekly in-person Canvas trainings, a bi-weekly Tips & Tricks email newsletter (6C.2.1), Professional Development Week sessions on Canvas, and peer

review opportunities for existing Canvas courses. IVC faculty who wish to teach online began taking the @One course "Introduction to Online Teaching with Canvas" prior to 2016. Beginning in January 2019, the OETF began offering the Canvas Challenge Camp, a three-day hybrid certificate course, as an additional professional development opportunity and as an alternative to the @One learning courses offered fully online. (e.g. 6C.2.2)

The instructional technologist and the OETF have additional projects planned, such as Canvas modules with training topics for both students and faculty and an IVC Online Education conference/summit with different learning tracks and topics.

Action Plan 2: Online Course Review

The OETF has adopted the Online Education Initiative (OEI) Rubric (6C.2.3) as the basis for the Online Education Faculty Handbook (6C.2.4). The OETF worked with the Academic Senate to have the OEI Rubric adopted through a Senate resolution in Spring 2021 (6C.2.5). Additionally, the OETF co-chairs are in the process of completing the Peer Online Course Review training course offered by the California Virtual College OEI exchange (6C.2.6) in preparation to teach other IVC faculty how to conduct online course reviews. This will be included in a catalog of online education professional development offerings for the faculty at IVC. Currently, the instructional technologist and the OETF have begun to offer voluntary course review to assist faculty with technology and accessibility in their courses.

Action Plan 3: Canvas Migration

IVC completed the Canvas migration for all courses in January 2018.

Action Plan 4: Distance Education Curriculum Process

The DE Proposal Form was approved in Fall 2017 and updated in Spring 2019 (6C.2.7). To incorporate the implementation of the new curriculum management tool, META, both the DE Proposal Form and the curriculum process will be updated to take advantage of the new system features by Fall 2020.

Success Rates between Online and Face-to-Face Sections
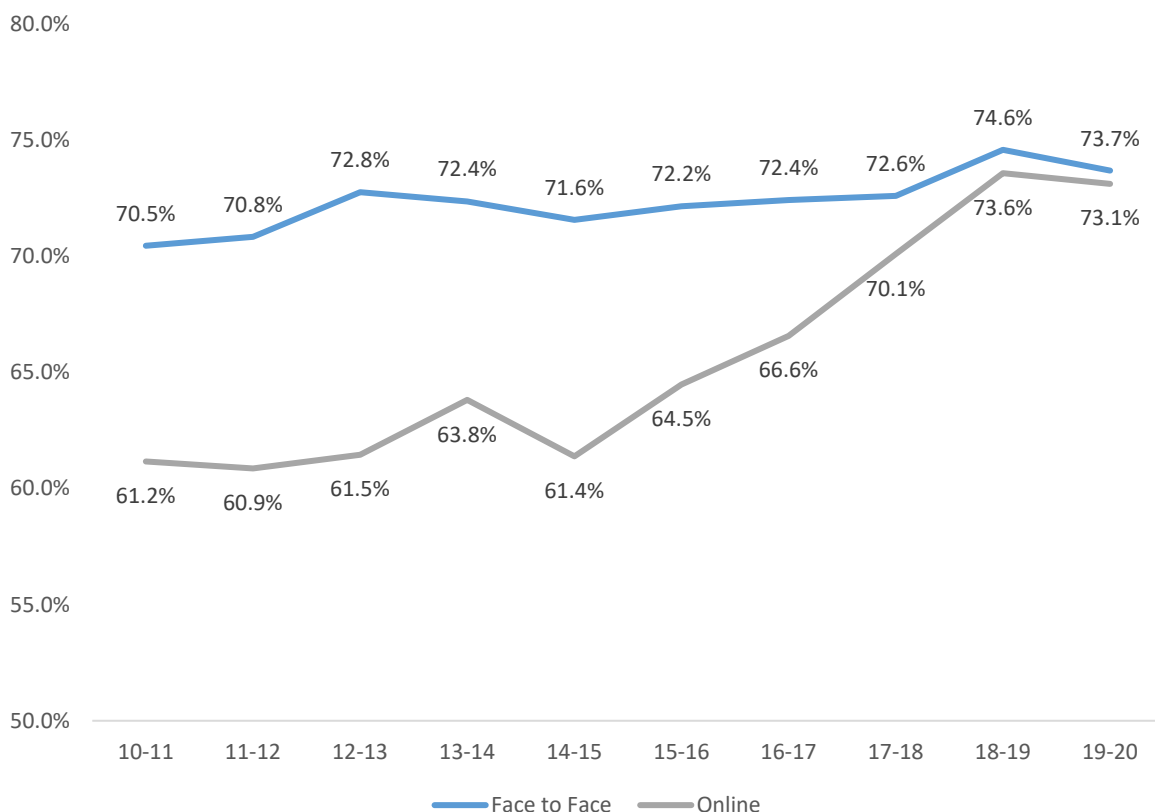
Notes: Success rate (Success = A, B, C, Pass) in credit courses weighted by course units. Online sections are defined as online-only instruction. Face-to-face sections are defined as in-person or hybrid sections.

As can be seen in the figure above, since the 2010 academic year there was a considerable gap between face-to-face and online sections, with online sections showing lower success rates of 10 percentage points or more. This gap started to narrow around the time of the writing of the QFE in 2016, but gaps remained. In the years since the last accreditation visit, with the focus on distance education in the areas outlined above, the gap narrowed and essentially closed between face-to-face and online sections. This suggests that the QFE topic and areas of focus outlined above were successful interventions in closing the achievement gap of online sections at IVC. This closing of the gap is especially crucial given the current COVID-19 pandemic, with most of the 2020 calendar year being taught online. IVC will continue to monitor the success and equity gaps in courses to ensure learning outcomes and regular contact are maintained in all courses.

6C.3 Resource Allocation Process

The third action project identified in the QFE was related to the resource allocation process. This action project identified three goals and six action plans to achieve the goals of improving distribution and allocation of resources and enhancements of programs and services at IVC and giving all constituency groups a greater voice in fiscal planning and resource allocation. The following paragraphs outline the progress made on each goal.
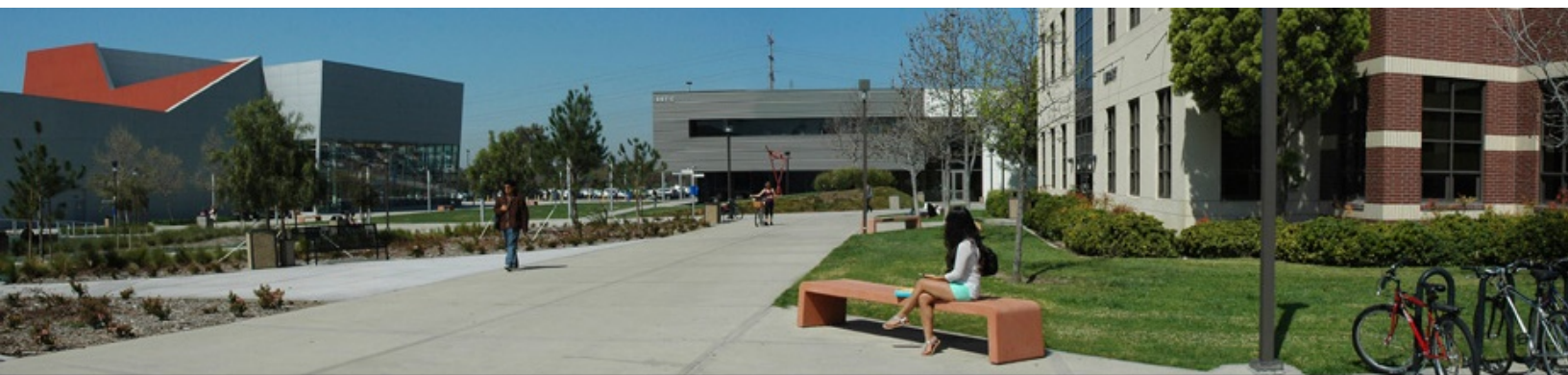
Goal 1: Expedite the resource request process while maintaining transparency and access
Action Plan 1: Pilot biannual review cycles.
The resource request process has been updated to allow for two review periods: fall and spring. Resource requests submitted after the fall deadline can be considered during a second review period in the spring (6C.3.1). For the 2019-20 submission year, the second review period was not used because all the requests were reviewed within the same period. (6C.3.2)

Action Plan 2: Discuss separating categorical fund requests from general fund requests.
To streamline the process around categorical programs for fiscal year 2019-20, the following two changes have been discussed and implemented:
   a) Narrowly defined categorical programs were excluded from the college-wide resource rating process for expenditures. The excluded list included: Board of Governors Fee Offset Waiver Program (BFAP), California Work Opportunity and Responsibility to Kids (CalWORKs), college work study, Community Education, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Economic and Workforce Development (EWD), Foundation, Health Fee, Parking, and Student Material Fees. (6C.3.3)

   b) For the 2019-20 submission year, categorical funding source managers were provided sufficient time to consider the resource requests in their respective areas and inform the strategic planning committees regarding the items recommended for funding. (6C.3.4)

Goal 2: Align resource request process with the fiscal years of all funding sources
Action Plan 1: Pilot biannual review cycles.
As described under Action Plan 1 under Goal 1 above, the biannual review cycle has been programmed in the resource request program. In addition, for the 2019-20 submission year, the funding source managers have been provided ample time to identify funding. (6C.3.5)

Action Plan 2: Pilot triannual review cycles.
A triannual review period has not been tested or used to date as the primary focus to date has been the biannual cycle and streamlining the process itself.

Goal 3: Revise online resource request program
Action Plan 1: Allow two entry points/consideration cycles
This action step is already in place. Any employee of the college can submit a resource request throughout the year. The review period will depend on the timing of submission of the resource request. (6C.3.6)

Action Plan 2: Allow three entry points/consideration cycles
See Action Step 1. Three review periods have not been included in the process to date. The college believes that allowing two review periods, coupled with other changes, has streamlined the process and will continue to focus on implementation of the biannual review cycle. (6C.3.7)

In addition to the planned goals, another improvement area was identified related to the budget process and resource allocation. IVC identified a need to modify the guidelines and processes for financial planning and budget development to improve the distribution and allocation of resources and enhancements of programs and services (Standards III.D.1, III.D.3, IV.A.3).

Prior guidelines and processes for financial planning and budget development were time-consuming and lengthy, thus delaying funding for essential purchases in support of programs and services. The comprehensive budget development process was revised to allow instructional equipment and supplies that cost less than $5,000 to be handled through the Office of Instruction and not require a separate college-wide resource rating process (6C.3.8, 6C.3.9) . This allows for the enhancement of programs and services by administrators and faculty in real time as needs are identified.

The comprehensive budget development process was further revised to clearly define the college president's ability to support and sustain student learning programs and services by making necessary baseline adjustments outside the resource request process to ensure that the college's normal operations continue (6C.3.10). Both modifications were completed by December 2019.

6D: Fiscal Reporting

The college has consistently met the guidelines for filing the ACCJC's Annual Fiscal Report (6D.1.1). The District's 2018-19 Report on Audit and Financial Statements (6D.1.2) contained no findings or questioned costs related to financial statements for June 30, 2019. There were no findings or questioned costs related to state awards for the year ended June 30, 2019. There were two findings related to federal awards:

1) **Finding 2019-001: Special Tests and Provisions: Borrower Data Transmission and Reconciliation (Direct Loan)** - Significant Deficiency in Internal Control over Compliance and Non-Compliance. The cause of the deficiency was that IVC's internal control process did not ensure the monthly reconciliations were performed on a timely basis relative to federal funds borrower/student data. The District is required to reconcile the School Account Statement data file from Common Origination and Disbursement with the institution's financial records and maintain evidence that said reconciliation was completed. The IVC Financial Aid Office has established a corrective action that has addressed the deficiency.

2) **Finding 2019-002 – Special Tests and Provisions – Return of Funds on Behalf of the Students** - Significant Deficiency in Internal Control over Compliance and Non-Compliance. The cause of this deficiency was that IVC's process in place did not ensure IVC's compliance with the provision of the Title IV requirement that all grant funds relating to post-withdrawal disbursements that are not disbursed to the student's account must be disbursed to the student no later than 45 days after the date of the institution's determination that the student withdrew. The report recommends IVC implement controls to ensure compliance with the aforementioned criteria. The IVC Financial Aid Office has established a corrective action that has addressed the deficiency.

SECTION 7: Appendices

7.1 Glossary

Acronym	Description
AA	Associate in Arts
ACCJC	Accrediting Commission for Community and Junior Colleges
ALO	Accreditation Liaison Officer
AOWG	Accreditation Oversight Workgroup. Workgroup convened as needed to work on accreditation-related tasks. Reports to SPAC.
APTC	Academic Planning and Technology Committee. One of four primary strategic planning committees at IVC. Reports to SPAC. Chairs: VP of Instruction and Academic Senate President.
AS	Associate in Science
ASIVC	Associated Students of IVC
BDRPC	Budget Development and Resource Planning Committee. One of four primary strategic planning committees at IVC. Reports to SPAC. Chairs: Vice President of College Administrative Services and Academic Senate Vice President.
DWPC	District Wide Planning Council. Highest level planning group, reporting to the Chancellor. Chairs: Chancellor and District Director of Research, Planning and Data Management.
EMP	Education Master Plan
EW	Excused Withdrawal
FMP	Facilities Master Plan
FW	Withdrawal for failure to participate until the end of the term.
IEC	Institutional Effectiveness Committee. One of four primary strategic planning committees at IVC. Reports to SPAC. Chairs: Academic Senate President and Director of Research, Planning and Accreditation.
IT	Information Technology
IVC	Irvine Valley College
MAP	My Academic Plan
MW	Military Withdrawal
OEI	Online Education Initiative
OETF	Online Education Taskforce
QFE	Quality Focus Essay
PDMM	Planning and Decision-Making Manual
SLO(s)	Student Learning Outcome(s)
SLOTF	Student Learning Outcomes Taskforce
SOCCCD	South Orange County Community College District
SPAC	Strategic Planning and Accreditation Council. Highest shared governance committee reporting to the president. Chairs: College President and Academic Senate President.

Acronym	Description
SSAMMO	Student Success, Access, Matriculation, Marketing and Outreach Committee. One of four primary strategic planning committees at IVC. Reports to SPAC. Chairs: Vice President for Student Services and Executive Director of Marketing and Creative Services.
SSO(s)	Student Services Outcomes
TMP	Technology Master Plan
VP	Vice President

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